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ABSTRACT

This is an individually administered test designed as an aid in placing Kindergarten children in an appropriate developmental curriculum sequence, and in determining at what level to begin instruction. The test covers motor development, auditory perception, visual perception, and language development. Test materials consist of an administrator's manual response forms and several props. Preferably the tests are administered by a person trained in the use of individually administered tests. However, under certain conditions teacher or trained adults may give the tests. The test is not timed and can be administered to 10 - 12 children per hour. The test is scored by recording by hand whether a child possesses the particular skills or not. This assessment instrument is at a preliminary stage of development and revisions will probably be made as more data is collected. (MP)

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E.S.E.A. TITLE III

EARLY CHILDHOOD ASSESSMENT INSTRUMENT

TEST MANUAL

Revised
1973

TM 003 330

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MANUAL

Introduction

The Early Childhood Prekindergarten Assessment Instrument is designed to help bridge the gap that often exists between assessment and effective, practical, educational procedures.

The assessment does not attempt to isolate various abilities (or disabilities), nor does it determine readiness for school. On the contrary, to use the results properly the assessment instrument must be integrated with curricular objectives and result in individualized instruction. Therefore, the instrument has been designed to help locate the child along a developmental curriculum sequence. The tests themselves reflect and assess according to the behavioral objectives listed in the Prescription Guide. Each child will, as a result of the assessment, be placed somewhere along the sequential program and hopefully teaching will then begin for the child at that particular level; and move upwards in time as he masters more difficult and higher level behavioral objectives.

The use of the developmental model, assessment instrument, and Prescription Guide, along with the more global individualizing techniques such as learning centers, etc., will tend to broaden and alter the philosophy of the educational system. In essence, by individualizing the school program the school is in fact assuming the responsibility to teach all the children regardless of individual differences. Therefore, approach with this model is positive.

We are also analyzing certain skills according to learning processes (auditory, visual, motor, vocal), and determining what level (reflexive, integrative, etc.) the child has obtained prior to entering school. The school program then will take him along (at his own rate) the behaviorally defined sequence until he reaches the target behaviors reflecting the reading, writing, and arithmetic skills.

Hopefully the time will come when a child can proceed through school at his own pace, inspired and motivated by the teachers, the curriculum, and himself, and not motivated by competition with others or artifical grade-level expectations.

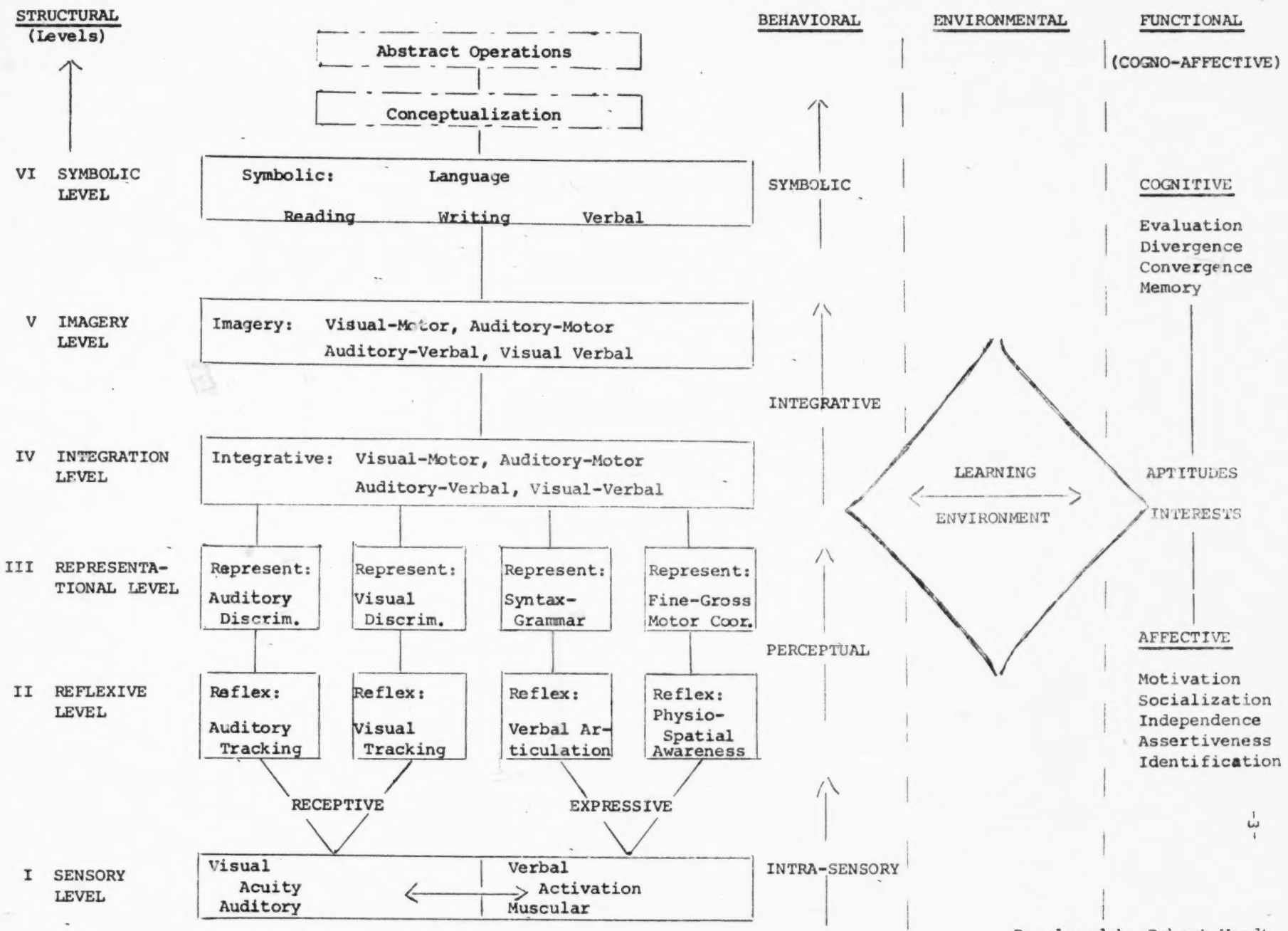
This assessment instrument is designed to provide a realistic basis for a program with the foregoing philosophy.

THEORETICAL CONSIDERATIONS

The model being used was developed by Wendt (1972), page 3. It provides a broad basis for the sequentialization of developmental skills so that a child placed within the program is always working toward terminal objectives.

There are four basic learning processes (modalities) which need assessment, the auditory and visual processes that provide input of information, and the motoric and vocal modalities which are expressive processes. The levels noted in the model begin at Level I which is strictly a sensory proficiency level and moves sequentially to Level VI which has the terminal objectives of the curriculum. Level II is an awareness-discrimination of stimuli level. Level III basically involves

DEVELOPMENTAL LEARNING MODEL



Developed by Robert Wendt
(as of 12-27-72)

perception of incoming stimuli, organized internally so that it has meaning, and the coordination of processes at the expressive level.

Level IV is somewhat unique because it focuses on the integration of processes. Often the main area of difficulty is of an integrative nature, Beery (1967). Few programs appear to take this fact into account when designing a scope and sequence for children. Level V, Imagery Level, deals with memorization, and sequencing of stimuli.

The basic tenets of the program are that: 1) A child must have basic processes developed to a certain level before terminal objectives, such as reading, etc., can be taught effectively and meaningfully. Failure to take into account developmental issues results in failure and/or nonmeaningful rote learning; 2) There must be an assessment of where the child is developmentally in terms of learning functions and the structural stages; 3) Once assessment has been made the appropriate educational program should be selected to provide growth in each of the areas so that the child advances at his own developmental rate to the uppermost level.

ASSESSMENT PROCEDURE

This assessment instrument begins with children entering kindergarten. With some revisions it could easily provide assessment at the three or four year old level, or even for a six year old entering first grade. Because of the age of the child and due to time considerations, the assessment instrument begins with an assessment of all entering children at Level III, Representational Level. Assessment then proceeds

upwards or downwards (or terminates) from Level III depending upon the child's success (or lack of it). Therefore, after Level III he will either move downwards until he meets success and/or upwards until he meets difficulty. The results are then profiled and given to the classroom teachers who begin instruction at the appropriate level. The assessment which lasts approximately 45 to 50 minutes is not designed to be diagnostic nor categorical in nature. There are other more complete resources available for those functions if they become necessary. It (the assessment) only provides a starting point for the teacher. If the assessment is underassessment or overassessment (unlikely) the teacher can easily adjust accordingly because the educational sequence is stated according to behavioral objectives.

It should also be stated that the assessment instrument is at a preliminary stage of development. The tests themselves in many instances have been normed extensively through assessment instruments devised and utilized over the past several years. Furthermore while based upon extensive research activities of Piaget, Bruner, et al, the developmental sequence has not been normed completely to our satisfaction, and as a result revisions will probably be made in the next year or two as more data is collected.

Criteria to determine the level at which a child begins instruction are dependent upon his success at the particular assessment levels. The following criteria are to be utilized:

1. All children are to be administered a vision and hearing test. (Intra-sensory deficits are more difficult to detect and determine

the degree of disability influences)

2. Assessment begins at Level III for all pre-kindergarten children, areas to be assessed include auditory perception, visual perception, language development and motor coordination (gross and fine).

3. If all criteria are successfully performed in each of the four areas of Level III the child moves to an assessment of Level IV activities. A child completing at least one criterion in each of the four areas terminates the assessment and instruction begins at Level III. A child missing all criteria in any area is given an additional assessment at Level II. If unsuccessful in all activities at this level, assessment moves to Level I.

DIRECTIONS FOR ADMINISTRATION

I. Materials Needed

A. Test manuals

B. Scoring sheets and profile

C. Pencils (including one red and blue pencil)

D. Thumbtack (visual tracking test)

E. Balance beam

F. Eight-inch ball

G. Audiometer

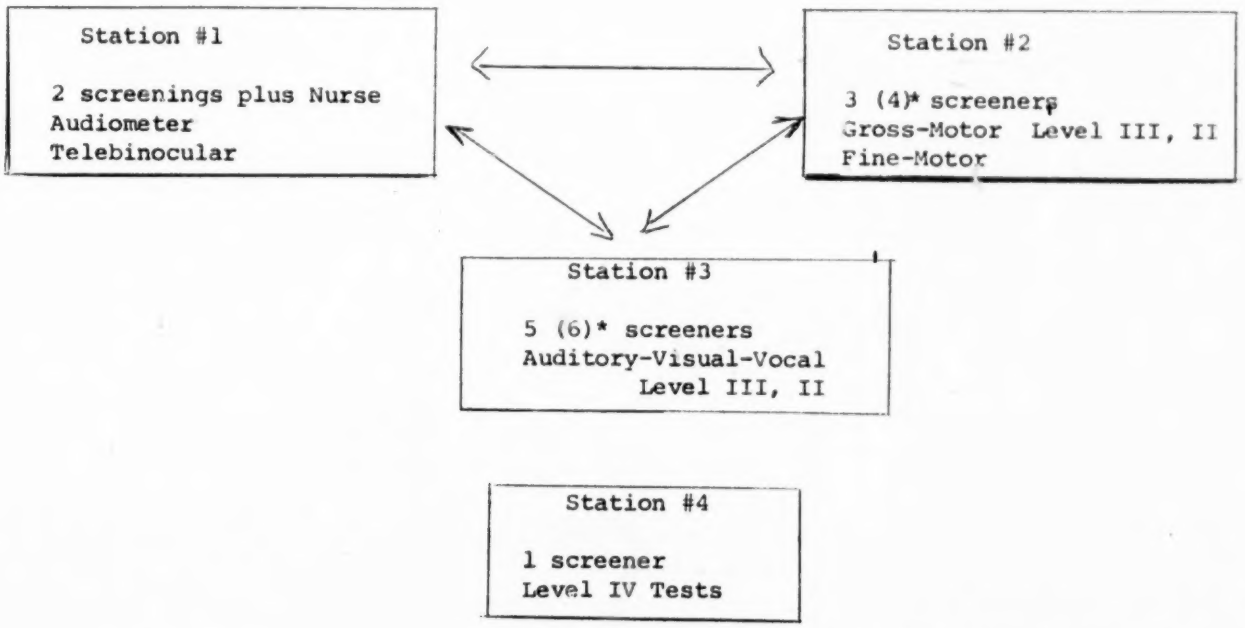
H. Telebinocular or Snellen Eye Chart

I. Ball, block, envelope, and button (no special characteristics are needed).

SCREENING PROCEDURE - SUGGESTED GUIDE

This screening model is established so that 10-12 children can be processed each hour. Adult volunteers who screen the child should have one or two training sessions prior to the screening. The children who come should be greeted and registered by a teacher who generally coordinates the total program. The children are given a folder and escorted by one of three or four older children to an appropriate station. The parents should go to a separate room to meet with the school psychologist or school social worker for a general orientation and to fill out a questionnaire (coffee and cookies are helpful).

There should be four stations, the diagram below illustrates the stations and tests involved in each one.



( )* refers to when 12 children coming each hour

II. General Considerations

Qualification of examiners: The tests are designed to be as simple as possible. Under certain conditions the tests may be given by teachers or lay persons, if sufficient instructions have been given regarding the various tests. If the tests are to be given by persons other than those well trained in individual testing, such as a school psychologist, it is recommended that such persons be instructed and supervised by someone with a thorough knowledge of this instrument.

Examiners should acquaint themselves with this manual. It is essential that the person administering the assessment instrument have the ability to establish rapport and communicate effectively with young children. Underassessment often will occur due to shyness or constriction from feeling uncomfortable in the testing situation.

Further considerations for examiners would include: The need for concern for the details of the test administration and scoring procedures; becoming thoroughly acquainted with the materials including the systematic and efficient handling of the materials; and the recording of data.

Also, when relating to the child avoid pushing him to respond quickly. Come across as enthusiastic, but not overly talkative or sentimental. Testing should begin as soon as the child is comfortable and ready to begin. As often as not, a sensitive lay examiner tends to spend too much time on this aspect which in turn tends to

drag out the assessment time and produce delays which can cause problems when large numbers of children are being evaluated. The examiner should also praise, but be careful about praising only successes. Children have a built in "radar" and tend to listen and watch faces carefully for reactions regarding their performance. If signs of fatigue or boredom become apparent, do not hesitate to break the routine momentarily with another activity.

If special questions arise, the examiner should not hesitate to ask questions or seek advice. Comments regarding children's behavior are also important and should be entered on the scoring sheets.

LEVEL III - MOTOR DEVELOPMENT

TEST ADMINISTRATION

Level III (Administer all tests.) Motoric Development Area

Gross Motor Development

Behavioral Objectives:

--Child can hop a distance of ten feet on the left foot and then on the right foot.

--Child can skip on alternating feet approximately 20 feet (across the room).

--Child can walk the balance beam forward, backward, and sideways.

--Child can toss an eight-inch ball in the air with both hands and catch it on the first bounce, two out of three times.

Materials

1) Balance beam

2) Eight-inch ball

Specific Directions:

Test 1. "Get up on the board and walk to the other end." When he reaches the far end of the board say, "Now walk it backwards." When he has walked across the board again say, "Now walk it sideways." Be sure on the way back he faces in the same direction so that the opposite foot is used to lead.

(Use balance beam)

Test 2. (Mark off ten feet.) "Hop on one foot like this." (Demonstrate) "Now hop only on one foot over to the mark. Now hop back on the other foot."

Test 3. "Do you know how to skip like this?" (Demonstrate) "Now skip across the room."

Test 4. "Here is a ball, throw it in the air and let it bounce before you catch it." (Demonstrate if child does not comprehend.) Have child do it twice (three times if he fails once). Say, "Do it again," for each trial.

Scoring Criteria

Test 1. The child must walk the beam forward, backward and sideways without stepping off. (The scoring is slightly more complicated in that one of several categories must be checked. Study each category carefully before administration. Must have a score of nine to pass.)

Test 2. The child must hop without allowing opposite foot to touch the floor for success. (Child must complete both to pass.)

Test 3. Allow for one instance where child does not alternate feet when skipping.

Test 4. Child must catch the ball twice after it bounces for success. Child can have several chances.

Fine Motor Development Area (The ability to coordinate the fine-muscles in a writing act.)

Test 5.

Behavioral Objective:

--The child can draw a line between two boundry lines.

Materials

1) Pencils

2) Pupil sheets

Specific Directions:

Item 1. "Draw a line from one side of the tunnel to the other, be careful not to bump the sides. Keep the pencil on the paper (remind child on subsequent items if necessary)."

Item 2. "Now draw a line down this tunnel, remember don't bump the sides."

Item 3. "Try this one. There are corners here. Do the best you can. Draw from dot to dot."

Item 4. "Start at the dot and draw a line all the way around this tunnel so you end up where you started."

Item 5. "Now take the car to the service station for gas. Be sure not to go off or bang the sides."

Item 6. "Now go along the road to the store. Be careful."

Item 7. "And draw a line down the road to the house and park in the garage."

Scoring Criteria:

1. Score for each item is 2-1-0.

2. Score of 2 is given if unbroken line is drawn between the stimulus lines from beginning to the end. No penalty is given for the following: If child lifts pencil up from paper but continues line without a break or sharp angle. Angles or wiggles do not affect the scoring.

3. Score 1 if the pencil touches the boundary line.

4. Score 0 if the pencil goes outside the boundary line so that a space is noticeable between the pencil line and boundary line. Also score 0 for obvious breaks or if the line has been erased, corrected, or broken.

Success on this test is a score of 9.

LEVEL III - AUDITORY PERCEPTION

TEST ADMINISTRATION

Level III (Administer all tests.)

Auditory Discrimination - Ability to discriminate between words and sounds.

Test 1.

Behavioral Objective:

--When presented with ten pairs of words the child will indicate whether the words are the same or different in 8 out of 10 situations.

Materials

Pencil for recording

Specific Directions:

Say to the child, "We are going to play a word game. I will say two words, tell me whether they are the same or different." Repeat the statement, "Are these words the same or different?" with each pair of words. The child will respond with the word same or different.

1. tub - tug
2. lack - lack
3. web - wed
4. leg - led
5. chap - chap
6. gum - dumb
7. bale - gale
8. sought - fought
9. vow - thou
10. shake - shape

Scoring Criteria:

Score 1 point for each correct answer. The child must correctly complete 8 out of the 10 items to pass.

Test 2.

Behavioral Objective:

--The child can reproduce patterns of sounds clapped by the demonstrator.

Materials

Pencil for recording

Specific Directions:

Item 1. "Listen carefully to how I clap my hands. When I am done I want you to clap just the way I do." If child fails, repeat directions and the pattern. Be sure demonstrators hands are out of sight.

Item 2. "Now try this one." Give two trials for each item.

Repeat for Item 3 and 4.

1. clap pause clap
2. clap pause clap clap
3. clap clap pause clap
4. clap pause clap clap clap

Scoring Criteria:

Score 2 points if correctly clapped on first demonstration.

Score 1 point if correctly clapped on the second demonstration.

Rhyming Words

Test 3.

Behavioral Objective:

--The child after hearing a series of words will be able to identify the word that does not rhyme in 4 of 5 situations presented.

Materials

Pencil for recording

Specific Directions:

"I am going to tell you three words. Tell me which one does not rhyme with the rest, tan - pan - bug, (pause) the word bug is correct, it does not sound like tan or pan."

"Tell me which word does not rhyme with the rest in this group, jump - sun - bun, (pause) the word jump does not sound like sun or bun so it does not belong in the group."

NOTE: If the child does not understand the directions, repeat them along with the two sample activities.

Item 1, 2, 3, 4, 5. Repeat the sentence, "Tell me which word does not rhyme with the rest," prior to saying the test item.

1.	dock	lock	bag
2.	gum	some	jam
3.	run	pass	gas
4.	lark	pack	sack
5.	tub	pan	rub

Scoring Criteria:

Score 1 point for each correct example.
Child must correctly perform 4 out of 5 items.

LEVEL III - VISUAL PERCEPTION

TEST ADMINISTRATION

Level III (Administer all tests.) Perception and Coordination

Figure-Ground Perception - Ability to distinguish a figure against a complex background.

Test 1.

Behavioral Objective:

--The child must, from a diffused background, correctly identify by outlining 6 of the 10 items. (When 6 have been identified, assessment may end.)

Materials

1) Red pencil
2) Blue pencil
3) Pupil sheet
4) Triangle, rectangle, cross, star and oval found on page 13-a

Specific Directions:

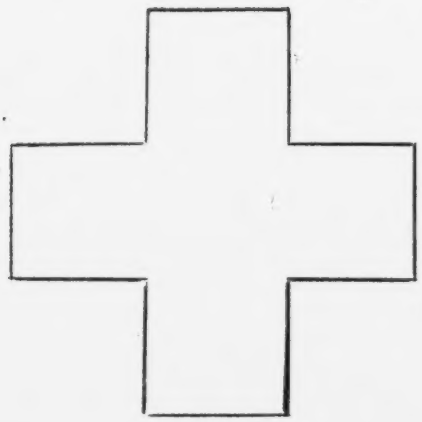
Item 1. "Here is a game. Do you know what the word outline means? It means to cover up lines of a figure like this triangle, but not to color it in. Watch me outline the triangle." (Demonstrate with picture of triangle.) "Now take your pencil (red) and outline the triangle in this picture." (point to item on pupil sheet.)

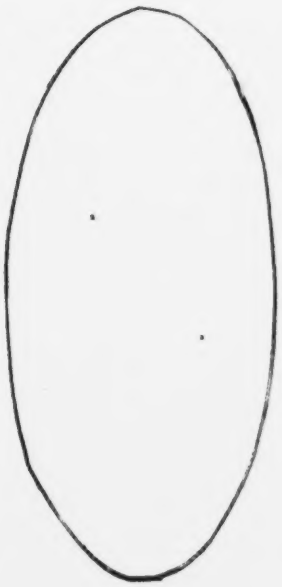
Item 2. "Here is a shape like a long box." (Show picture.) "In this picture is a long box and a circle. Outline the long box only."

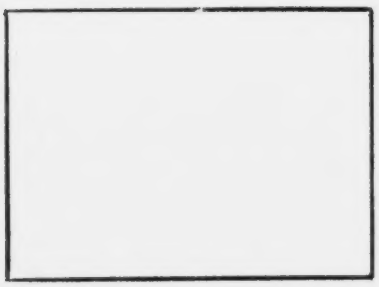
Item 3. "Here is a picture of a cross." (Show picture.) "Outline the cross in the next picture."

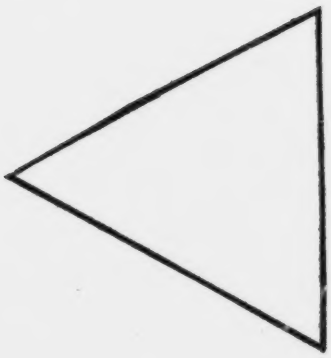
Item 4. "In this picture there are two stars and one circle. Here is what the star looks like." (Show picture.) "Outline one star in red and the other star in blue. Now take the red pencil and outline one star." (Urge child to keep pencil on paper if necessary.) "Now take the blue pencil and outline the second star."

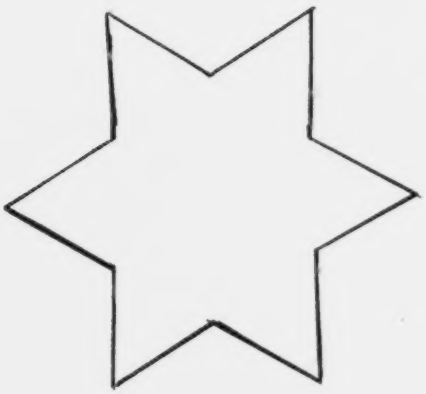
Item 5. "Here is a ball, inside the ball are some Easter eggs. They are shaped like this." (Show card.) "Take your blue pencil and outline all the Easter eggs. Only outline the Easter eggs and nothing else."











Scoring Criteria:

Score 1 point for each item outlined successfully.

Score 0 for the following:

a) Pencil line deviates markedly in the direction of another line.
b) Pencil line is interrupted for the length of the stimulus line between two points of intersection (breaking at intersecting lines only, overshoot or rounding at corners not penalized — not testing coordination, only ability to stay with stimulus).

Success is 6 items done correctly.

Dot-to-Dot Pictures

Test 2

Behavioral Objective:

--Child can form 5 identical figures by connecting dots which are given as contextual clues.

Materials

1) Pencil

2) Pupil sheet

Specific Directions:

Point to Item 1. "See this circle. Make one just like it here (point to dots) using the dots." If child does Item 1 incorrectly demonstrate with pencil. Then point to Item 2 and state, "Now try this one." Repeat for subsequent items.

Scoring Criteria:

Score 1 or 0 for each item.

Errors occur if child incorrectly connects two dots, the child is not penalized for starting a line incorrectly as long as he stops before connecting the line to the incorrect dot.

All dots must be connected within 1/8" in order to score. Test is for perception of outlines (closure) not muscular coordination.

Success: A score of 5 is required for passing.

Visual Discrimination

Test 3.

Behavioral Objective:

--The child can visually discriminate similar objects in 9 out of 10 instances.

Materials

1) Pencil

2) Pupil sheet

Specific Directions:

Item 1. "Look at the figure in the box." (Point) "Mark the figure in the row that looks exactly like the one in the box and facing in the same direction."

NOTE: If an error is made in Item 1, say "No (pointing to the correct one) this one is the same." Give credit as a correct answer.

Item 2. Repeat

Item 3-10. "Now find one like this one." Point to item in box.

Scoring Criteria:

Score 1 point for each item marked correctly.

Success: 9 items marked correctly is required for passing.

LEVEL III - LANGUAGE DEVELOPMENT

TEST ADMINISTRATION

Level III (Administer all tests.)

Verbal Expression

Test 1.

Behavioral Objective:

--By responding to a question the child will demonstrate the ability to express himself verbally by naming 8 of 10 pictures on a page.

Materials

1) Page of pictures - page 16-a
2) Pencil for scoring

Specific Directions:

Say to the child, "Name each picture I point to on this page." If the child does not name the picture do not give clue, move on to another picture and back to the unidentified one later.

Scoring Criteria:

The child must name 8 ~~the~~ pictures correctly.

Verbal Fluency

Test 2.

Behavioral Objective:

--When shown a simplified experience picture, the child can describe at least three variations of the activity portrayed in the picture.

Materials

1) Picture - page 16-b
2) Pencil for scoring

Specific Directions:

Ask the child the question, "Can you tell me what is happening in this picture?" When one activity is described say, "Can you tell me about something else which is happening?" Repeat a second time in order that three activities can be named. If a child does not respond give an example of one activity and repeat the directions.

Scoring Criteria:

If the child mentions three complete thoughts, "The boys are playing," check the yes blank. If only one word or simple phrase such as "town" or "play," "to play" or "to town," check the no blank.

Reciting

Test 3.

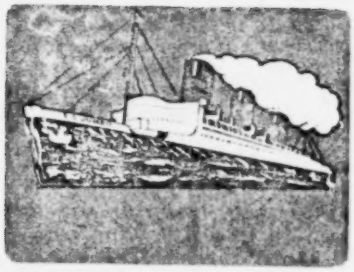
Tiger

Camel

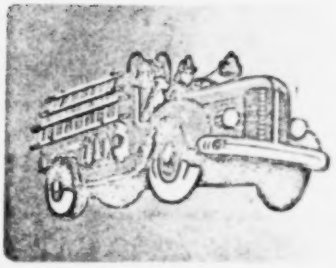
Dog or Wolf

Alligator or
Crocodile

Boat



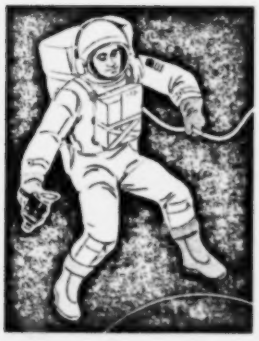
Fire truck



Clock or
Watch

Drums

Spaceman



Fireman

"CAN YOU TELL ME WHAT IS HAPPENING IN THIS PICTURE?"

Behavioral Objective:

--When presented a simple nursery rhyme, the child can recite it accurately from memory.

Materials

Pencil for recording

Specific Directions:

Say to the child, "I am going to tell you a nursery rhyme and I want you to say it back to me." "Betty and Mike rode their bike down the hill one day." If the child does not respond tell him to listen and say the nursery rhyme. Repeat the rhyme only once.

Scoring Criteria:

Credit should be given if child repeats accurately or if an article (a, and, or, the) is omitted. Place a check in the appropriate blank.

LEVEL II - MOTOR DEVELOPMENT

TEST ADMINISTRATION

Motoric Body Awareness - Ability to identify body parts.

Behavioral Objective:

--Child will demonstrate his ability to identify body parts by receiving a score of at least 32 on the assessment.

Materials

Pencil for scoring

Specific Directions:

Say to the child, "I am going to ask you to point to certain parts of your body with both hands. Point to your shoulders--point to your hips--point to your head--point to your ankles--point to your ears--point to your feet--point to your eyes--point to your elbows--point to your mouth."

Scoring Criteria:

Place a check mark in the column which most appropriately describes the child's action. Each column is weighted 1, 2, 3, or 4. Add the check marks in each column and multiply by the appropriate numbered column.

	Unable to identify, feels around	If he points to only one of paired parts or hesitates	Only slight hesitation or confusion	Performs activity accurately
	1	2	3	4
1. Shoulders				
2. Hips				
3. Head				
4. Ankles				
5. Ears				
6. Feet				
7. Eyes				
8. Elbows				
9. Mouth				

LEVEL I - MOTOR DEVELOPMENT

Strengths

Behavioral Objective:

--Child demonstrates his strength by performing three exercises listed in the assessment.

Materials

Pencil for scoring.

Specific Directions:

Test 1. Child lies flat on back, hands behind head, legs outstretched. Examiner holds his feet to the floor. He then pulls up into a sitting position without using hands.

Test 2. Child lies on back, hands behind head and knees bent. Examiner holds his feet to the floor. He pulls himself up into sitting position without using hands.

Test 3. Child lies on back, hands behind head, legs out straight. He raises feet ten inches from the floor while keeping legs straight and holds this position for ten seconds.

Scoring Criteria:

Test 1. Child passed if he can achieve sitting position.

Test 2. Child passed if he can achieve sitting position.

Test 3. Child passed if he can raise legs without bending knees and hold this position for ten seconds.

LEVEL II - AUDITORY PERCEPTION

TEST ADMINISTRATION

Auditory Decoding

Test 1.

Behavioral Objective:

--The child will demonstrate his ability to duplicate sounds made by the examiner.

Materials

Pencil for recording.

Specific Directions:

"Here is a word game. I will say two words and I want you to tell me what two words I said."

1.	moo	moo
2.	chug	chug
3.	blup	blup
4.	eek	eek

Scoring Criteria:

One point is scored for each pair of words completed. The child must repeat both words correctly to receive credit. To pass the child must reproduce all four sounds.

Discriminating Beginning Sounds

Test 2.

Behavioral Objective:

--When given two words the child will identify 4 of 5 combinations that begin with the same sounds.

Materials

Pencil for marking

Specific Directions:

"I am going to say two words that sound the same at the beginning." (Emphasize beginning sounds.) "Car - cat -- listen closely -- car - cat." "Do sun and say sound alike at the beginning?" (Pause) "Yes they do. Do up and down sound the same at the beginning?" (Pause) "No they do not." "Let's try some others."

1.	dumb	-	donkey	(yes)
2.	go	-	the	(no)
3.	bump	-	book	(yes)
4.	sew	-	sour	(yes)
5.	walk	-	tower	(no)

Scoring Criteria:

One point is scored for each correct response.
The child must score 4 points to pass.

LEVEL I - AUDITORY PERCEPTION

Audiometric Evaluation

Behavioral Objective:

--The child will demonstrate his ability to perceive sound by successfully identifying sounds within the normal range on an audiometer.

Materials

Audiometer

Specific Directions

The audiometric evaluation may be given to all children, however, we are suggesting that if a child does well in the auditory areas in Level II and III there is no need for this evaluation at this time.

LEVEL II - VISUAL PERCEPTION

TEST ADMINISTRATION

Visual Pursuit and Tracking - Ability to follow a moving object.

Behavioral Objective:

--The child will be able to track visually an object moving along a horizontal plane and vertical plane with both eyes and each eye separately.

Materials

1) Pencil

2) Thumbtack

Specific Directions:

Hold a pencil with thumbtack in eraser upright before the child's eyes and about 20 inches from his face. Say, "Now watch the tack wherever it goes." Move the pencil about 18 inches to the right slowly and back. Same procedure to left; and up and down. Then have child cover one eye with his hand, repeat the procedure. Cover the other eye and repeat the procedure.

Scoring Criteria:

The child should be able to follow the tack without moving his head and without his eyes wandering or jerking off target.

1. Horizontal
2. Vertical
3. Left eye
4. Right eye

LEVEL I - VISUAL EXAMINATION

Telebinocular Examination - Ability to clearly distinguish objects.

LEVEL II - LANGUAGE DEVELOPMENT

TEST ADMINISTRATION

Articulation - Ability to pronounce words correctly.

Behavioral Objective:

--The child will correctly pronounce 2 out of the 3 words having sounds m, n, p, h, w, b, k, g, f, y, ng, d.

Materials

Pencil for scoring

Specific Directions:

Say to the child, "I am going to tell you a word and I want you to say it back to me, 'monkey' (pause) 'hammer' (pause) 'broom' (pause)." If the child does not respond repeat the directions and the word. Listen for each sound emphasized by the word. Circle the sounds not correctly pronounced.

Div: age level	Sound Tested	Check Words
3	m	monkey, hammer, broom
3	n	nails, penny, lion
3	p	pig, puppy, cup
3	h	house, dog-house, -------
3	w	window, spider-web, ------
4	b	boat, baby, bib
4	k	cat, chicken, book
4	g	girl, wagon
4	f	fork, telephone, knife
5	y	yellow, onion, (thank you: alt.)
5	ng	fingers, ring
5	d	dog, ladder, bed

Scoring Criteria:

The child must correctly reproduce 2 of the 3 words within a series.
Child can miss no more than 4 to pass the test.

LEVEL I

Enunciation - Ability to say a word.

Behavioral Objective:

--When presented with a seven word list the child can clearly say 6 of the 7 words.

Materials

Pencil for scoring

Specific Directions:

Say to the child, "I am going to tell you a word and I want you to say it back to me." If the child does not say it correctly the first time repeat the word only once.

1. girl
2. mother
3. snake
4. train
5. chair
6. spring
7. fresh

Scoring Criteria:

Score 1 point for each word clearly repeated. Child must clearly repeat 6 of the 7 words to pass.

LEVEL IV - AUDITORY MOTOR

TEST ADMINISTRATION

Auditory Motor - Ability to convert oral directions to motor activities.

Behavioral Objective;

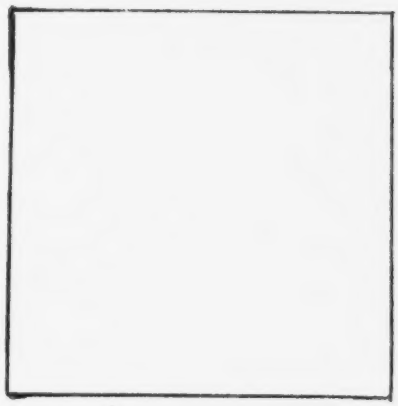
--When given oral directions the child can demonstrate his understanding by correctly performing the activity in 8 of 10 situations.

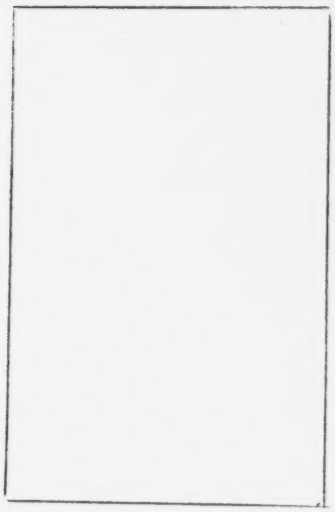
Materials

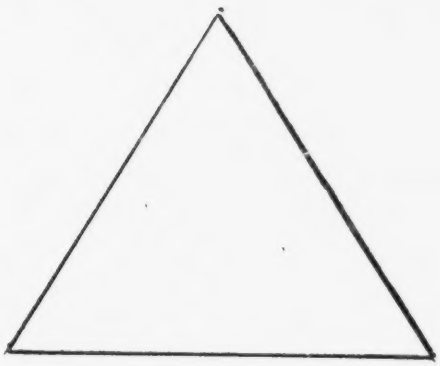
1) Pencil for recording
2) Pictures of a square, rectangle, triangle, circle - page 23-a

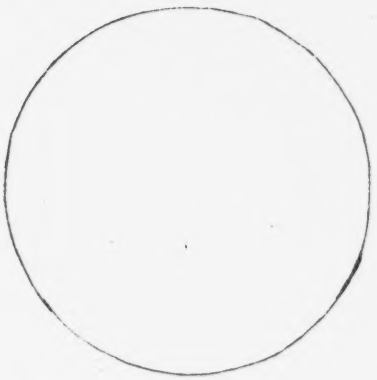
Specific Directions:

Show the pictures of the square, rectangle, triangle and circle, ask the child to name each one. If the child is not able to name a form, tell him what it is. If the child had difficulty naming any of the figures, ask the child to find these same pictures on the test sheet. If he readily recognized them, proceed with the test. Say to the child, "I am going to ask you to find some things on this picture. Point to the picture I tell you to."









1. Point to a circle inside a square.
2. Point to a square between a circle and a rectangle.
3. Point to a dot above a rectangle.
4. Point to a dot outside of a figure.
5. Point to a circle below a square.
6. Point to a triangle behind a circle.
7. Point to a circle in front of a triangle.
8. Point to the middle row of the page.
9. Point to a dot on top of a square.
10. Point to a dot to the left of a square.

Repeat the directions if the child hesitates or does not understand. Allow approximately 15 seconds per item.

Scoring Criteria:

A point is given for each picture correctly identified. Child must score at least 8 points to pass.

LEVEL IV - VISUAL MOTOR INTEGRATION

TEST ADMINISTRATION

Visual Motor Integration

Behavioral Objective:

--When presented with a geometric form the child can reproduce the form correctly, 4 out of the 6 forms presented.

Materials

Pencil

Specific Directions:

Tell the child, "See this picture, can you draw it in the box underneath?" "Draw each of the other pictures in the boxes beneath them." If the child draws the same form in each box stop him and ask him if the picture he has drawn looks like the one above it. Point to the picture. If he says no, tell him, "Draw a picture just like this (point to one above) one." If the child says yes or hesitates or does not respond let him complete the task as best he can.

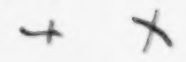
Scoring Criteria:

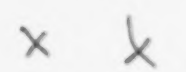
Item 1. a. A fairly straight line not:

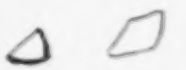
b. At least 1/2 of the line between 20° and 70° (read protractor in clockwise direction). not:

c. No abrupt change of direction. not:

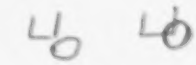
Item 2. a. Two continuous, intersecting lines. not:

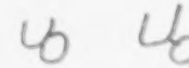
b. Lines angled between 20°--70° and 110°--160°. not: 

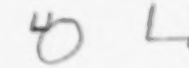
c. Fairly equal length of "leg." not: 

Item 3. a. Three clearly defined sides. not: 

b. One corner higher than others. not:

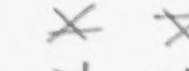
Item 4. a. No more than <u>slight</u> separation of forms. not: 

b. No major distortions of circle or open square. not: 

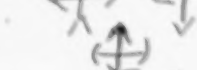
c. Circle and two-cornered square of fairly equal size. not: 

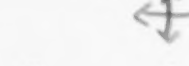
d. Bisector of circle passing through corner of square must project into the square. not:

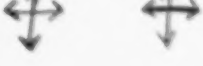
Item 5. a. Three continuous, intersecting lines. not:

b. Intersection fairly accuracte. not: 

c. One horizontal and two diagonals. not:

Item 6. a. Absence of reversed or "floating" tips. not: 

b. Sharp points on tips. not: 

c. No indication of directional confusion. not: 

d. Fairly equal length of "legs." not:

LEVEL IV - AUDITORY VOCAL

TEST ADMINISTRATION

Auditory Language - Ability to express orally definitions or descriptions of the selected vocabulary terms.

Behavioral Objective:

--When presented with a statement - "Tell me what a hat is." - the child will, by correctly describing the object, score at least 8 points on the preschool assessment instrument.

Materials

Pencil for recording

Specific Directions:

Say to the child, "Tell me what a fire truck is." Student will briefly describe a fire truck. Record everything the child says and continue with the word list until three consecutive failures are reached. If a child's response is not clear ask child to tell more about it. This is all that you are allowed to say. Mark a Q on the pupil response sheet indicating that a question was asked.

Name of items:

1. doctor
2. farmer
3. letter
4. run
5. jump
6. morning
7. night
8. afternoon
9. crawl
10. yesterday

Scoring Criteria:

Child may receive 0 or 1 point per item. The following general scoring guidelines should apply:

1 point: synonym, use of the word, definition or description of the word

0 points: after questioning, obviously wrong answers, no real understanding, very vague.

Child must score 8 to pass.

LEVEL IV - VISUAL VOCAL

TEST ADMINISTRATION

Visual Language

Behavioral Objective:

--When presented individually with four different objects a child can verbally name and/or describe four characteristics of each object.

Materials

1) ball

2) block

3) envelope

4) button

Specific Directions:

Hand an object to the child and say, "Tell me all about this." When necessary say, "Tell me more (or something else) about it." If the responses are ambiguous or vague say, "Tell me what you mean." If the child demonstrates say, "Don't show me, tell me." If he repeats an answer say, "You told me that, tell me something else." If he asks a question say, "What do you think?"

Do not solicit more responses when four separate characteristics have been mentioned.

Scoring Criteria:

Score a point when any of these things are mentioned:

a. name of object
b. color
c. shape
d. composition
e. function or action (it bounces or rolls)
f. mentions its parts
g. size, weight

EARLY CHILDHOOD PRESCHOOL ASSESSMENT

Name _____ Sex _____ Date _____
Last First

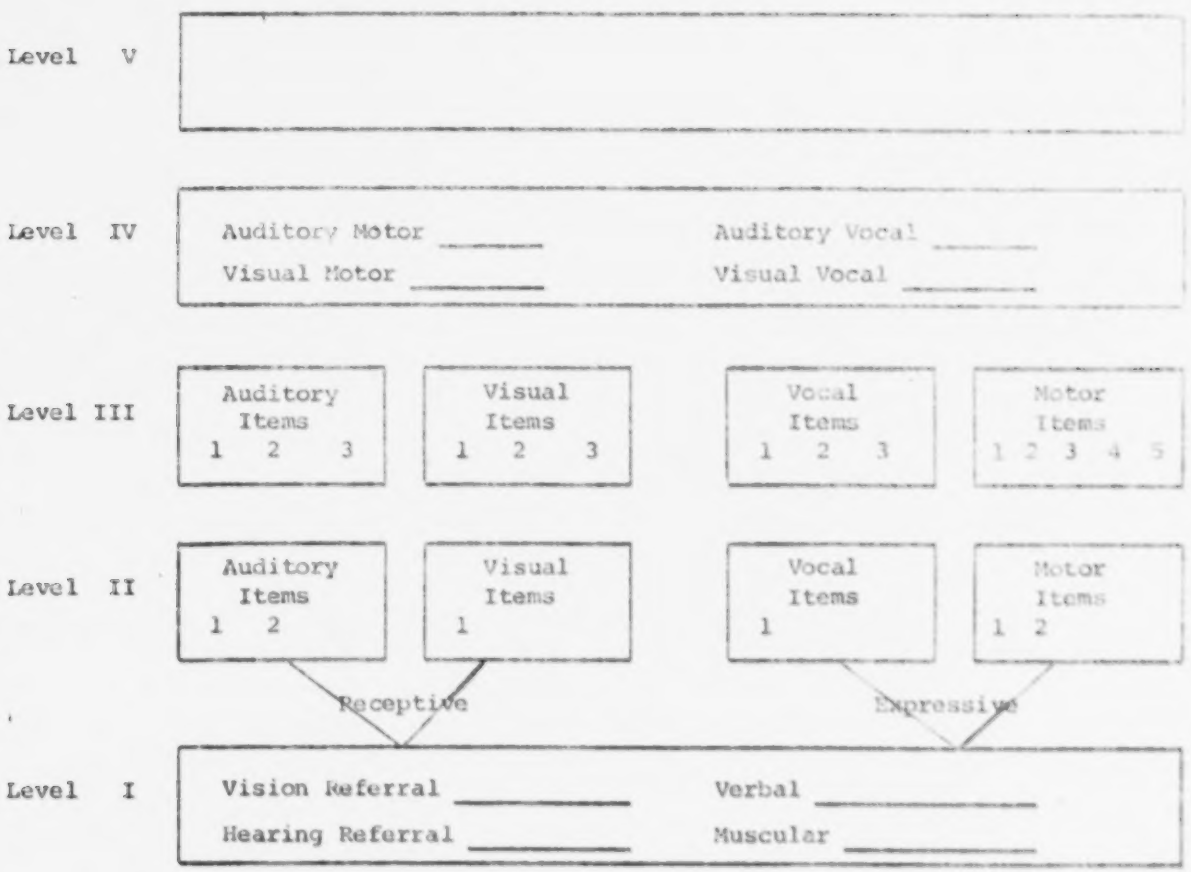
Birthdate _____

School _____

CA _____
Year Month

Parent _____

Telephone _____



CIRCLE ALL TESTS ATTEMPTED. X ALL TESTS PASSED.

Examiners check all appropriate responses regarding behavior during the testing session.

_____ pleasant, self-assured
_____ enthusiastic
_____ attentive
_____ cooperative
_____ initiates conversation
_____ self-control

_____ frowns, timid, unsure
_____ passive
_____ inattentive
_____ rebellious, uncooperative
_____ doesn't verbalize
_____ distractable, lacks control

LEVEL III
MOTOR DEVELOPMENT

Test 1 Balance Beam

Score _____

	Forward	Backward	Sideways	Criteria
4				Walks easily and maintains balance throughout.
3				Occasional difficulty but is able to maintain balance.
2				Steps off board more than once.
1				Cannot perform.

Must have a score of nine to pass.

Success

Yes ____ No ____

Test 2 Hop - Left and Right Foot (Must do both.)

Left Yes ____ Right Yes ____

No ____ No ____

Yes ____ No ____

Test 3 Skip - 20 feet

Yes ____ No ____

Test 4 Catch - 8-inch ball (2 out of 3 tries)

Yes ____ No ____

Test 5 Drawing Lines between parallel lines
(Next page.)

Yes ____ No ____

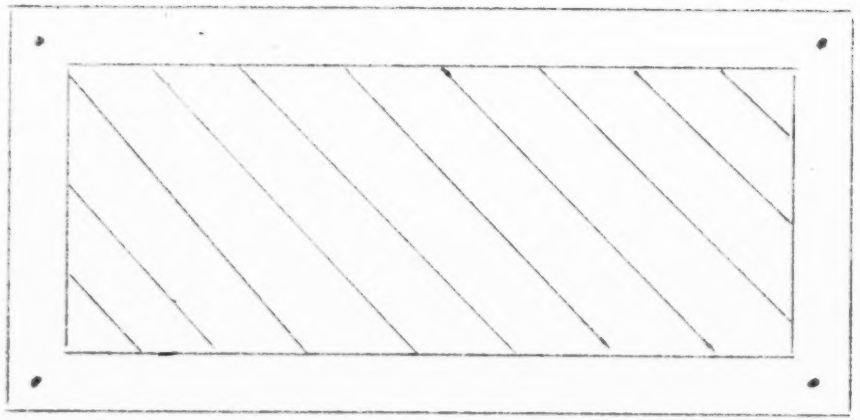
Score _____
(Score 9 to pass.)

Fine Motor Test

1.

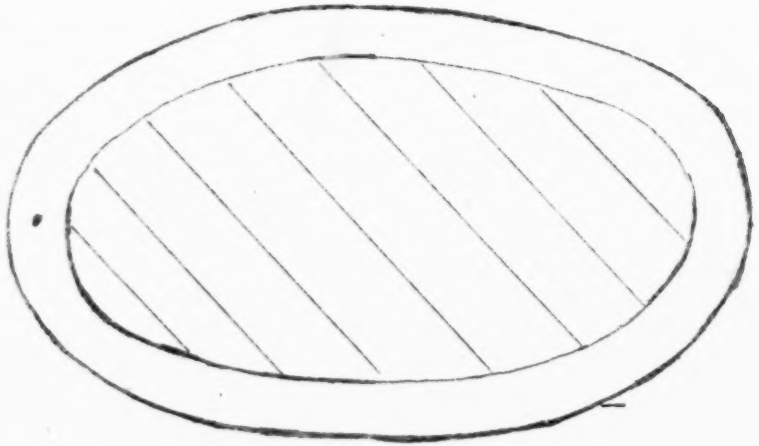
2.

3.

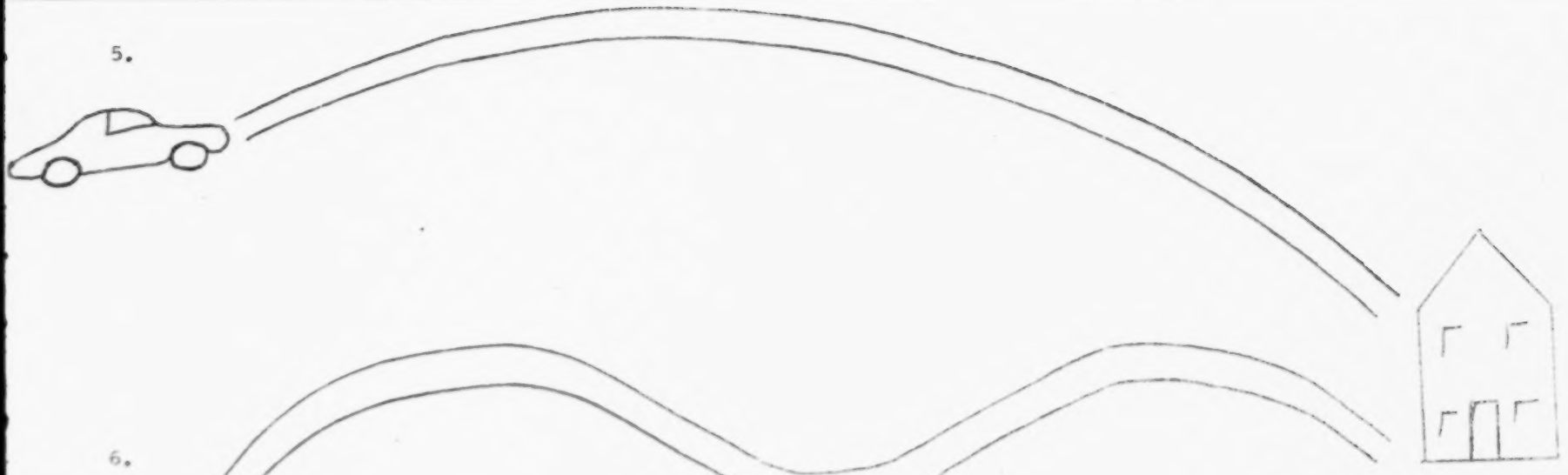


Be sure to touch all the dots. Do not bump the sides.

4.



5.



6.

7.

LEVEL III
AUDITORY PERCEPTION

Score + for correct
0 for incorrect response

Test 1 Auditory Discrimination

Items: 1 _____ 2 _____ 3 _____ 4 _____ 5 _____

6 _____ 7 _____ 8 _____ 9 _____ 10 _____

Must have a score of 8 to pass.

Success

Yes _____ No _____

Test 2 Auditory Discrimination

Items: 1 _____ _____ 2 _____ _____

3 _____ _____ 4 _____ _____

Must have a score of 3 to pass.

Success

Yes _____ No _____

Test 3 Auditory Discrimination

Items: 1 _____ 2 _____ 3 _____ 4 _____ 5 _____

Must have a score of 4 to pass.

Success

Yes _____ No _____

LEVEL III
VISUAL PERCEPTION

Test 1 Figure Ground

Items: 1 _____ 2 _____ 3 _____ 4 _____ _____

5 _____ _____ _____ _____ _____

Must have a score of 6 to pass.

Success

Yes _____ No _____

Test 2 Dot to Dot

Items: 1 _____ 2 _____ 3 _____

4 _____ 5 _____ 6 _____

Must have a score of 5 to pass.

Success

Yes _____ No _____

Test 3 Visual Discrimination

Items: 1 _____ 2 _____ 3 _____ 4 _____ 5 _____

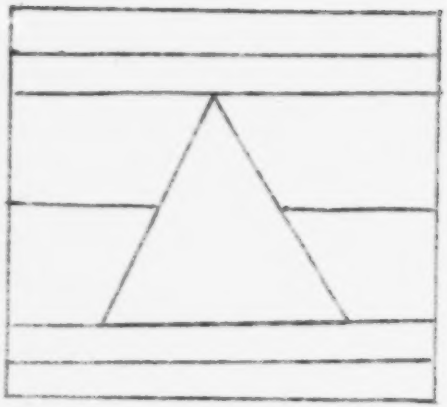
6 _____ 7 _____ 8 _____ 9 _____ 10 _____

Must have a score of 9 to pass.

Success

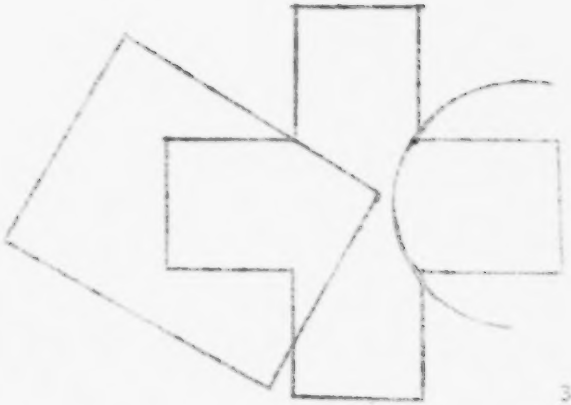
Yes _____ No _____

LEVEL III - Figure-Ground

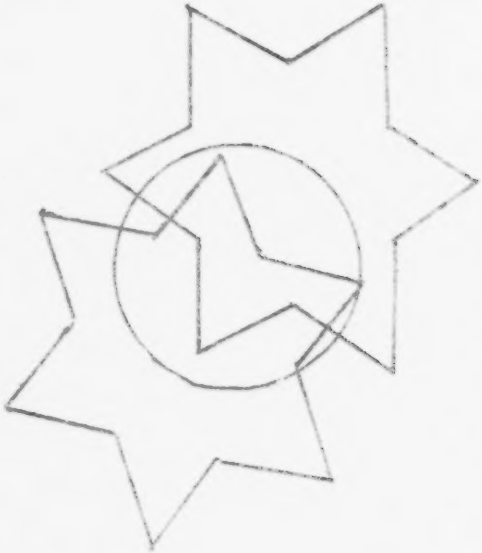


1.

2.

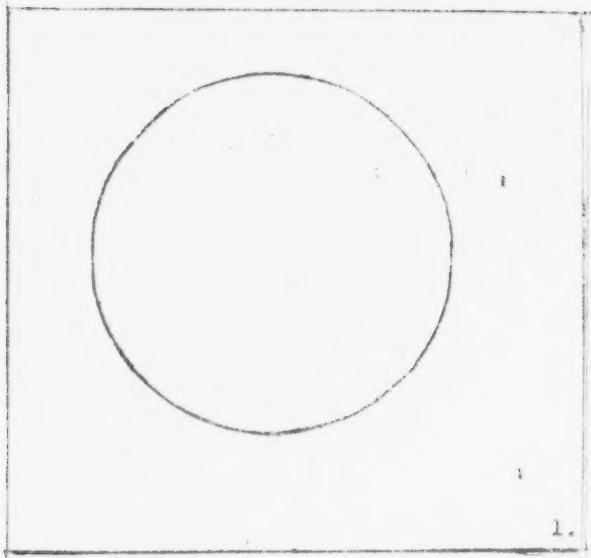


3.

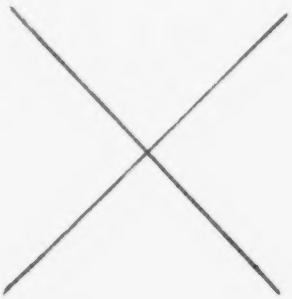


4.

LEVEL III - Dot-to-Dot

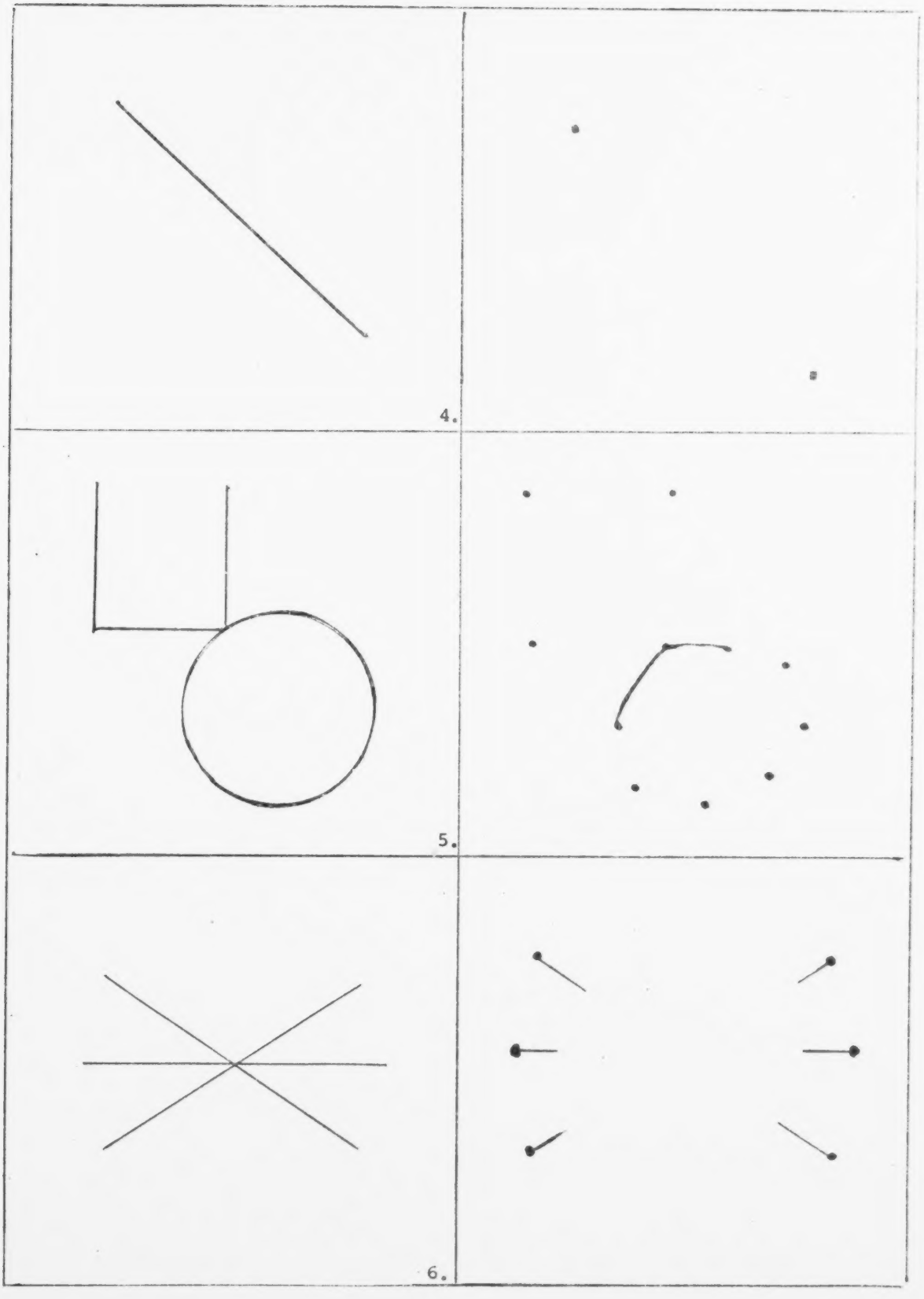


1.



2.

3.


4.
5.
6.

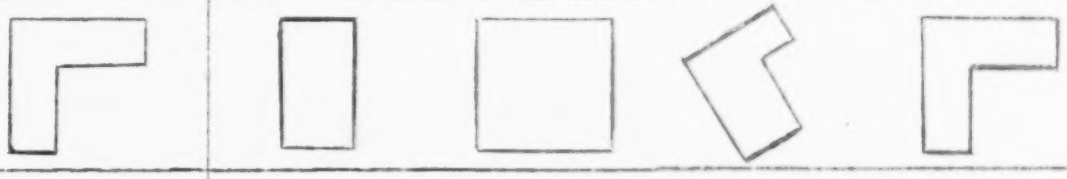
Visual Discrimination

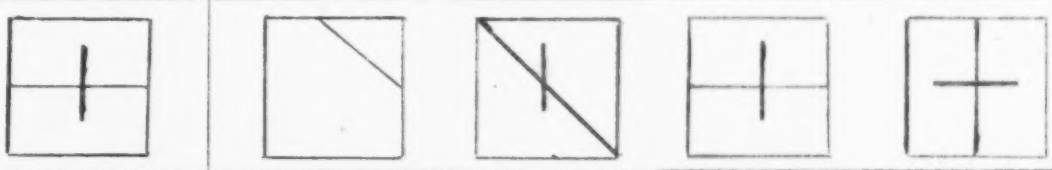
1.

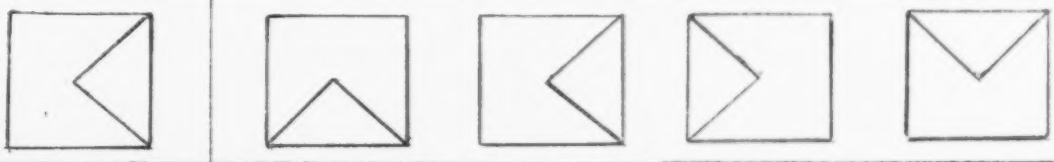
2.

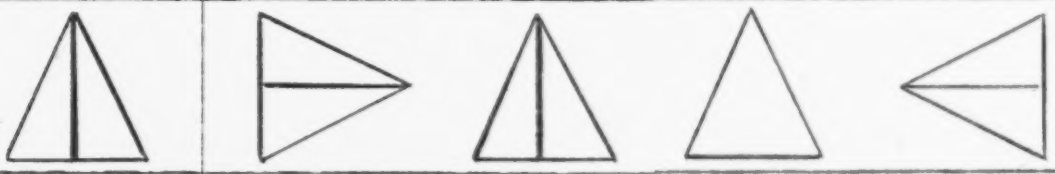
3.

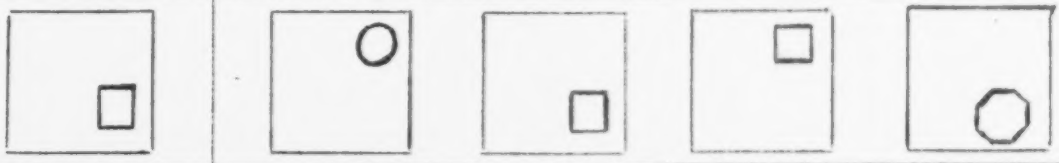
4.

5. 

6. 

7. 

8. 

9. 

10.

LEVEL III
LANGUAGE DEVELOPMENT

Score + for correct
0 for incorrect response

Test 1. Naming Objects

Items: 1 _____ 2 _____ 3 _____ 4 _____ 5 _____

6 _____ 7 _____ 8 _____ 9 _____ 10 _____

Success

Yes _____ No _____

Must have score of 8 to pass

Test 2. Verbal Fluency

Success

Activities mentioned: 1 _____ 2 _____ 3 _____

Yes _____ No _____

Must mention three activities to pass.

Test 3. Reciting

Success

Yes _____ No _____

Must recite given line without error.
(Exception -- a, an, the, etc.)

LEVEL II
MOTOR DEVELOPMENT

Test Body Awareness

Items: 1 ____ 2 ____ 3 ____ 4 ____ 5 ____

6 ____ 7 ____ 8 ____ 9 ____

Success

Yes ____ No ____

Score 1, 2, 3 or 4. Must have score of 32 to pass.
(See manual.)

LEVEL I

Test Strength

Success

Items: 1 ____ 2 ____ 3 ____

Yes ____ No ____

Must pass all three items.

LEVEL II
AUDITORY PERCEPTION

Test 1 Auditory Decoding

Success

Items: 1 ____ 2 ____ 3 ____ 4 ____

Yes ____ No ____

Must pass all four items.

Test 2 Auditory Discrimination

Success

Items: 1 ____ 2 ____ 3 ____ 4 ____ 5 ____

Yes ____ No ____

Must have a score of 4 to pass.

LEVEL I
AUDIOMETRIC EVALUATION

Sucess

Use standard test.

Yes ____ No ____

LEVEL II
VISUAL PERCEPTION

Test Visual Pursuit and Tracking

Items: 1 _____ 2 _____ 3 _____ 4 _____

Must pass all four items.

Success

Yes _____ No _____

LEVEL I
VISUAL EVALUATION

Success

Yes _____ No _____

LEVEL II
LANGUAGE DEVELOPMENT

Test Articulation

Items: 1 _____ 2 _____ 3 _____ 4 _____ 5 _____

6 _____ 7 _____ 8 _____ 9 _____ 10 _____

11 _____ 12 _____

Must have a score of 8 to pass.

Success

Yes _____ No _____

LEVEL I

Test Pronounce Words

1 _____ 2 _____ 3 _____ 4 _____

5 _____ 6 _____ 7 _____

Must have a score of 6 to pass.

Success

Yes _____ No _____

LEVEL IV

Test Auditory Motor

Items: 1 _____ 2 _____ 3 _____ 4 _____ 5 _____

6 _____ 7 _____ 8 _____ 9 _____ 10 _____

Must have a score of 8 to pass.

Success

Yes _____ No _____

Test Visual Motor

Items: 1 _____ 2 _____ 3 _____

4 _____ 5 _____ 6 _____

Must have a score of 4 to pass.

Success

Yes _____ No _____

Test Auditory Language

Items: 1 _____ 2 _____ 3 _____ 4 _____ 5 _____

6 _____ 7 _____ 8 _____ 9 _____ 10 _____

Must have a score of 8 to pass.

Success

Yes _____ No _____

Test Visual Language

Items: 1. a_____ b_____ c_____ d_____

2. a_____ b_____ c_____ d_____

3. a_____ b_____ c_____ d_____

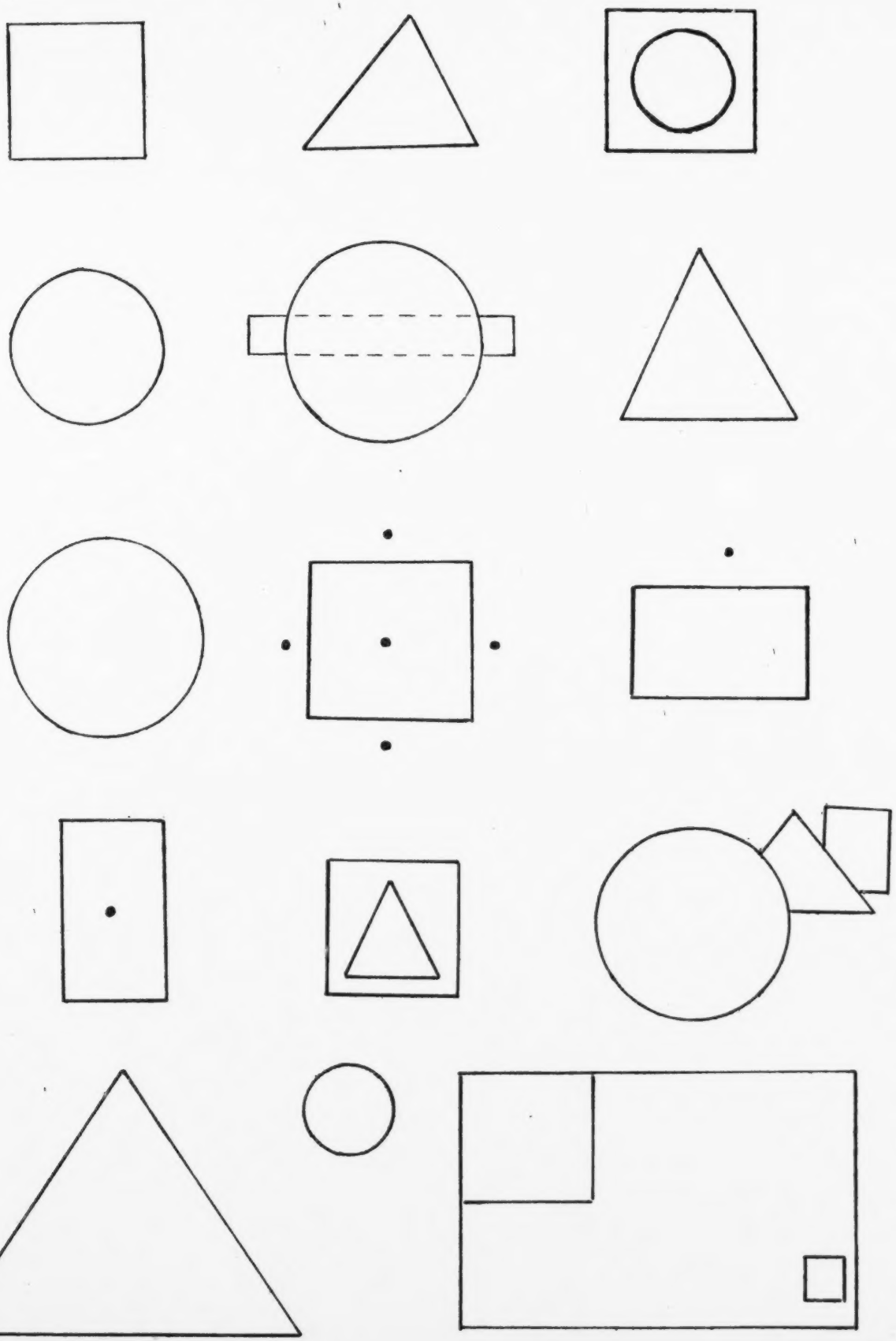
4. a_____ b_____ c_____ d_____

Must have a score of 16 to pass.

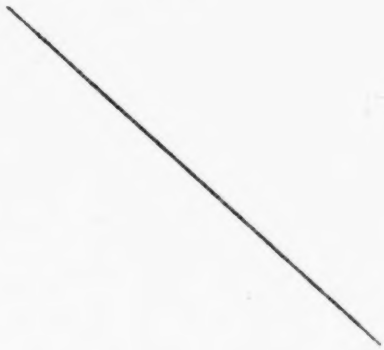
Success

Yes _____ No _____

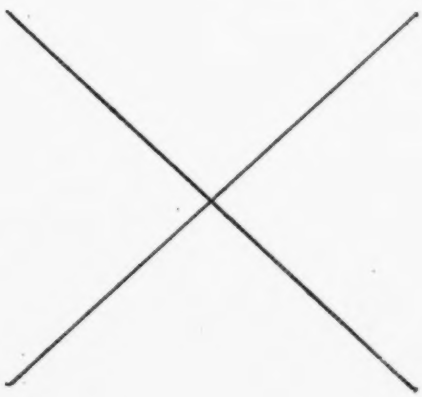
LEVEL IV- AUDITORY MOTOR



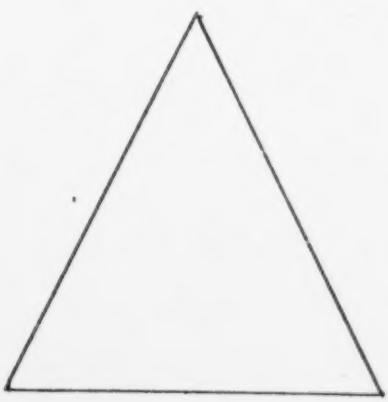
LEVEL IV - VISUAL MOTOR INTEGRATION



1.

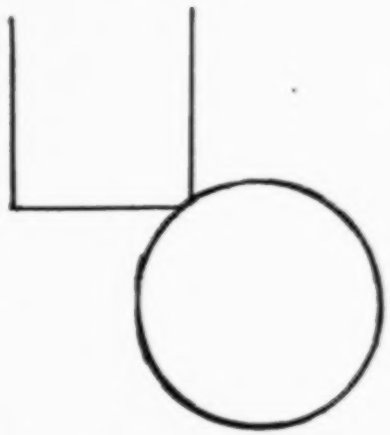


2.

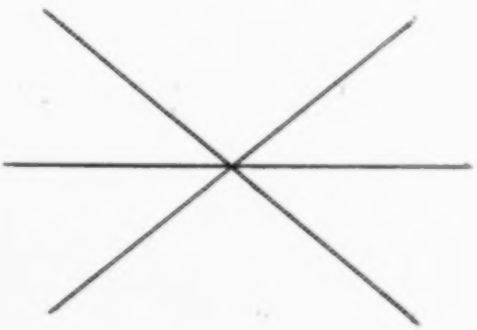


3.

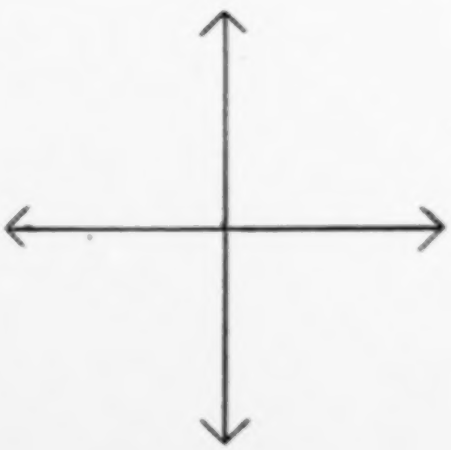
LEVEL IV - VISUAL MOTOR INTEGRATION



4.



5.



6.

LEVEL IV - AUDITORY LANGUAGE

Write in responses.
Discontinue: 3 consecutive failures
Mark Q where a question is asked.

	Score 1 or 0
1. doctor	
2. farmer	
3. letter	
4. run	
5. jump	
6. morning	
7. night	
8. afternoon	
9. crawl	
10. yesterday	

Score _____ Child must score 8 to pass.

Success

Yes _____ No _____

LEVEL IV - VISUAL LANGUAGE

When presented with an object a child can verbally describe at least four characteristics of the object.

TEST:

Ball _____

_____

_____

Block _____

_____

_____

Envelope _____

_____

_____

Button _____

_____

_____

Must have a total score of 16 to pass.

Score _____

Successful Yes _____ No _____